

► Performance Learning Center



A Message from the Principal

Dear Performance Learning Center family:

This is our first School Progress Report for the Performance Learning Center (PLC). It is our intention that all current and future families stay fully informed about our students' academic progress, the PLC connection to the community and the Think College program.

The Performance Learning Center is a non-traditional high school and was the first of its kind in North Carolina. Communities in Schools of Georgia developed the PLC model in 2003, and today there are more than 38 sites in Georgia, North Carolina, Virginia, Pennsylvania and Washington. The framework of the PLC revolves around six pillars: a professional training environment, self-managed performance track, high-tech/high-touch curriculum, community engagement, positive school climate and post-graduation preparation. The PLC's business-like environment challenges students to complete assignments at their own pace, using an online computer-based curriculum. Serving as our major partner, Communities in Schools works hand in hand with us to help our students succeed in school and prepare for life.

The PLC targets students who have fallen behind in traditional high school and offers them the opportunity to work at an accelerated pace to complete credits. Our instructional delivery is unique: teachers serve as learning facilitators and students use an online curriculum to complete coursework. Our seat-time waiver allows students to take the End-of-Course tests four times a year, making it possible for students to move into a new course upon completion, rather than waiting until the next semester. Our teacher-student ratio is 1:15 and individual monitoring and direct instruction are provided for each student.

(Principal's message continued on back.)

KEY FACTS

Principal

Sherry G. Sigmon
email: s.sigmon@cms.k12.nc.us

Grades

10 - 12

School Population

- 128 Students
- 8 Teachers
- 1 Counselor
- 6 Support Staff

Student Demographics

- 38.0% African American
- 56.0% White
- 2.0% Hispanic
- 4.0% Other
- 38.0% of students qualify for free or reduced-price lunch

Learning Community

Central

Area Superintendent: Joel Ritchie
324 N. McDowell Street
Suite 100
Charlotte, NC 28204
980-343-1465
email: j.ritchie@cms.k12.nc.us

Data effective as of spring 2008.

Performance Learning Center

1400 N. Graham Street
Charlotte, NC 28206
980-343-1118

<http://pages.cms.k12.nc.us/plc>



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
High Academic Achievement	Students performing at or above standard on EOC composite tests	80%	48.5%
	Students performing at or above standard in English 1 ^{1,2}	—	NA
	Students performing at or above standard in Algebra 1 ^{1,2}	—	NA
	Students performing at or above standard in Civics & Economics ^{1,2}	—	NA
	Students performing at or above standard in U.S. History ^{1,2}	—	29.2%
	Students performing at or above standard in Biology ^{1,2}	—	18.2%
	Disparity between racial/ethnic groups in English 1 ¹	—	NA
	Disparity between racial/ethnic groups in Algebra 1 ¹	—	NA
	Disparity between racial/ethnic groups in Civics & Economics ¹	—	NA
	Disparity between racial/ethnic groups in U.S. History ¹	—	31.8%
	Disparity between racial/ethnic groups in Biology ¹	—	NA
	Disparity between socioeconomic groups in English 1 ¹	—	NA
	Disparity between socioeconomic groups in Algebra 1 ¹	—	NA
	Disparity between socioeconomic groups in Civics & Economics ¹	—	NA
	Disparity between socioeconomic groups in U.S. History ¹	—	63.6%
Disparity between socioeconomic groups in Biology ¹	—	NA	
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%
	National Board-certified teachers	9%	0.0%
	Teachers with graduate degrees	38%	0.0%
	Teachers’ average years of experience	13.4	11.1
Adequate Resources & Facilities	Student/Computer Ratio	5:1	1:2
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ³	70%	100%
	Students perceive the school as safe ⁴	80%	NOT COLLECTED
	Teachers perceive the school as safe ^{1,5}	—	100%
	Number of incidents resulting in in-school suspensions ^{1,6}	—	4.0
	Number of incidents resulting in out-of-school suspensions ^{1,6}	—	126.0
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	YES
World-Class Service	Parents perceive the school as responsive ³	80%	66.6%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,3}	—	33.3%
	Number of volunteer hours ⁷	Increase by 25% district-wide	0
	Number of business and community partnerships	Increase by 25% district-wide	8

¹Not a Strategic Plan goal
²Required for graduation

³Based on completed parent surveys
⁴Based on completed student surveys

⁵Based on completed teacher surveys
⁶Incidents per 100 students

⁷Per 100 students

CMS Accountability Measures

In this section, we are highlighting several key performance indicators for our school and its students.

► Adequate Yearly Progress (AYP)

Our school **DID** make AYP (*2 of 2 goals met*)

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). State test results are used to set AYP proficiency targets for every grade. Targets are set for the school as a whole, as well as for nine separate subgroups. The subgroups are: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. A school's attendance and graduation rates are also measured for AYP.

The subgroup measurements are intended to prevent an overall score from masking poor results by one or more subgroups. Because the number of subgroups can vary depending on a school's diversity, the number of targets varies also. Some schools may have only a few targets to meet; others may have as many as 41.

AYP is an all-or-nothing standard that says every target must be met. No Child Left Behind also requires that every student be proficient by the 2013-2014 school year.

For a more complete overview of AYP, visit

www.dpi.state.nc.us/nclb/abcayp/overview/ayp

For details of AYP results for our school and its student groups, visit <http://ayp.ncpublicschools.org>

► ABC Designation

Our school's designation: **Priority School**
(*DID NOT meet growth expectations*)

Proficiency: 51.9%

The North Carolina ABCs program was introduced more than a decade ago to better target school improvement efforts. Two basic measures determine a school's designation: the Average Growth of students (see below); and the Performance Composite, which measures how well students performed against a set standard of proficiency.

Schools are given one of seven designations (in descending order): Honor School of Excellence; School of Excellence; School of Distinction; School of Progress; No Recognition; Priority School; Low Performing.

For more information about ABCs, visit

<http://abcs.ncpublicschools.org/abcs>

► Average Growth

State Standard: 80% **Our School: 71.1%**

Each year, the state sets individual growth expectations for each student. A student is expected to perform as well, or better, on the End-of-Course (EOC) assessment for the current year as he or she did, on average, during the previous two years. The Average Growth is calculated by comparing *actual* performance versus *expected* performance and then averaging the difference across all students and all subjects. The score above reflects the combined growth rate of all of our students. A school classified as making expected growth would have a score of 80% or higher.

► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60% **Our School: 19.0%**

This measurement assesses whether students have learned as much as they are expected to learn in one year. Expectations are set for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed their growth expectation. High growth is defined as a score of 60% or higher and having met expected growth.

► Adjusted Pass Rate on Advanced Placement (AP) Tests

Expectation: 100% **Our School: NA**

AP tests are administered by the College Board and give students the opportunity to earn college credit. Some high school students are likely to pass AP tests, based on their performance in the Preliminary SAT (PSAT).

This measurement reflects the cumulative AP test success rate among those seniors expected to pass. It is important to note that all students are encouraged to take AP tests, but in order not to penalize schools for having high expectations for all students, all scores are not included in this measurement.

► Participation Rate in Weighted Courses

Expectation: 100% **Our School: NA**

Students with the skills to be successful are defined as those on grade level when entering high school. We offer weighted courses to those students as a means of challenging them academically and encouraging in-depth study within a single subject. The proportion of students who started high school on grade level, and who take three or more weighted courses by the end of senior year, measures how much a school encourages students to push themselves.

► Participation Rate in Advanced Placement (AP) or International Baccalaureate (IB) Courses

Expectation: 100% **Our School: NA**

AP and IB courses are the most challenging programs available at high school. The International Baccalaureate is a global educational program recognized for its rigor. Some high school students are likely to be successful in AP courses, based on their performance in the Preliminary SAT (PSAT). This measures how many of these seniors have actually enrolled in AP and IB courses.

► Graduation Rate for Students who Enter 9th Grade

State Comparison: 70.2% **Our School: NA**

Students completing kindergarten through 12th grade is a goal for everyone involved in education. We compare the number of students who start ninth grade with those who earn a diploma within four years, taking into account that some students transfer in from other schools and some transfer out of our school.

► SAT Rates and Results

Percentage of seniors taking the SAT:	Nation	45%
	State	63%
	Our School	46.0%

Average SAT Score:	Nation	1511
	State	1489
	Our School	1415

The SAT is a nationally used assessment of high-level math, reading and writing skills. It is used to assess college readiness, and the results are calculated by the state. We can compare our SAT scores to the state and national averages. (*Data provided by the North Carolina Department of Public Instruction.*)

► Positive Responses to Student Surveys

Our School: Not Collected

Student feedback is a subjective, but essential, component of the measure of our school's performance. We want all of our students to have a caring, supportive environment at school. This is a measure of the positive reaction from our students covering the areas of school safety, engagement and encouragement.

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>

CHARLOTTE-MECKLENBURG SCHOOLS

REACH FURTHER. **Global competitiveness starts here.**

► Performance Learning Center

(Principal's message continued.)

We made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act. Students excelled in several areas: 100 percent of our students were proficient in algebra and 80 percent were proficient in business education. Our numbers fell slightly in some courses in our second year. We are happy to report that last year, 64 students graduated high school and 80 percent are enrolled in a two- or four-year college.

Our teachers are highly qualified and strive to forge strong relationships with each other, students and the total school community. The entire staff is supportive and trained in using the latest educational software to enhance the curriculum and ensure student success.

As one of 50 principals chosen last year to pilot a CMS initiative called Freedom and Flexibility with Accountability, I am able to use the additional autonomy to keep our school vision moving forward.

With this freedom, I have begun weekly service-learning projects and encouraged our staff to use our community as a resource both in and out of the classroom.

Our school atmosphere provides a safe, caring setting that is conducive to learning. Mentoring, internships and job shadowing are also part of our program at the PLC. This enables students to graduate with a sense of belonging and a stronger belief in themselves.

Sincerely,
Sherry G. Sigmon
Principal

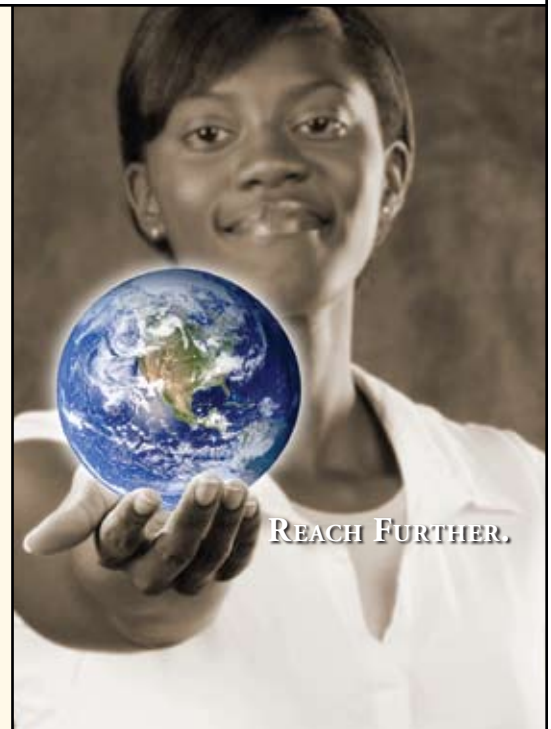
What is the School Progress Report?

In 2006, we introduced the *Charlotte-Mecklenburg Schools Strategic Plan 2010* outlining our vision and strategy to educate our students to compete locally, nationally and internationally.

The plan outlines seven areas of concentration: high academic achievement; effective educators; adequate resources and facilities; safe and orderly schools; freedom and flexibility with accountability; world-class service, and strong parent and community connections.

In this report, you will notice how our school performed in the 2007-2008 school year compared to the stated 2010 goals. On page 3, you will also find an explanation of federal and state accountability measures with a specific emphasis on growth.

As educators and parents, we have a common goal of preparing our children to compete in an ever-growing global community. This goal requires constant dialogue between school and parents, so please feel free to contact the principal or any staff member at our school with your questions, concerns or suggestions.



REACH FURTHER.

